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ABSTRACT

Application of the Achievement Formula to three school districts in northeastern Ohio is described. The formula--developed in association with the Effective Schools/Teacher Effectiveness Research Program--is a paradigm for district self-study, whereby elementary and secondary schools analyze student achievement data. Data are displayed on a nontechnical grid according to the prior, predicted, and actual levels of student achievement and student aptitude. The grid allows for simple replication. The discrepancy between the predicted and actual levels is the impetus for examination of the district's overall effectiveness. The study involved 168 fourth graders, 98 seventh graders, and 36 tenth graders. Data collected under the design of the formula covered student achievement, aptitude, attendance, and attitudes. Data on school climate, quality of instruction, teacher expectations, instructional objectives, and instructional leadership were also collected. Project data allow school districts to operationalize the Effective Schools Research and the reform recommendations to improve student achievement. Moreover, field research efforts such as this provide additional support for the results of previous research. The Effective Schools variables correlate with more acceptable levels of student performance. Data collection instruments and data tabulations are appended. (TJH)

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An Achievement Formula for School District Self-Study:
An Application of the Effective Schools/Teacher Effectiveness
Research to Predict, Monitor, and Enhance Student Achievement

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RUNNING HEAD: ACHIEVEMENT FORMULA

TM 012 036

Purpose of the Study

As a result of numerous Commission reports and the Effective Schools research, it has become apparent that schools need to devote significant efforts to bring student achievement to levels commensurate with measured ability. These studies have drawn several common conclusions about perceived weaknesses in American education and make several of the same recommendations for reform:

1. Irrespective of social class, all students should be expected to achieve at their optimum level;
2. The overall attitude should be that schools can and do make a difference;
3. School improvement requires strong instructional leadership by the principal to coordinate and monitor various factors related to student achievement;
4. The quality of classroom instruction and teacher expectations must be upgraded [in those areas consistent with the Teacher Effectiveness research]; and
5. The educational program in American schools must be outcome-based, and the outcomes must be certified at the completion of each year in preparation for the next; skills not yet mastered or only partially mastered must be remediated through systematic and thoughtful intervention.

In studies of schools where these recommendations were already in place, the Effective Schools research has identified several correlates positively associated with student achievement, including improved student attendance, a positive student attitude, healthy classroom and building climate, evidence of institutional commitment to improved student achievement, effective classroom instruction, positive teacher expectations, and strong instructional leadership by the building principal.

One specific means by which a district can implement the reform recommendations and integrate the Effective Schools/Teacher Effectiveness correlates is by using a form of self-analysis. The Achievement Formula is a paradigm for district self-study whereby elementary and secondary schools may assemble and analyze student achievement data in the context

of each factor identified by the above research. The results of the self-study are presented in an easily read series of tables that graphically display the current status of factors affecting student achievement within the district. The compilation of the data represents an achievement trail. Student achievement data are displayed on a grid as Prior Level of Student Achievement, Student Aptitude, Predicted Level of Student Achievement, and Actual Level of Student Achievement. The Discrepancy Between the Predicted and Actual Level is the impetus for the district to examine its overall effectiveness in terms of the Effective Schools/ Teacher Effectiveness correlates. Drawing from this research and the reform recommendations, data is displayed on School Climate, Instructional Goals and Objectives, Teacher Expectations, Quality of Instruction, Instructional Leadership by the Building Administrator, Student Attendance and Student Attitude. These factors are used in the analysis of the underlying causes for the discrepancy between actual and expected levels of achievement. This analysis will serve the district as a blueprint for intervention.

The Achievement Formula was developed in 1985 and shared at the National AERA Convention in 1986. During the past three school years, it was piloted in three Northeast Ohio school districts. Data from the study conducted during the Pilot have been compiled and will be presented at the AERA Convention in 1988 at the Effective Schools SIG.

Objectives

The objectives of the Achievement Formula project include the following enablers for participating districts:

- (1) to bring student achievement closer to measured ability, reducing any significant discrepancy between the actual and expected levels of student achievement;
- (2) to assemble data on attendance, student attitude toward school, overall school climate, quality of instruction, teacher expectations, effectiveness of building leadership, and institutional focus as a basis for analyzing any significant discrepancies between actual and expected levels of student achievement;
- (3) to provide extensive training for building principals in diagnostic-prescriptive analysis of classroom teaching to facilitate consistent effectiveness in the Quality of Instruction and Teacher Expectations;

- (4) to upgrade the articulation of district curriculum objectives or outcomes between grade levels and within subject areas; and
- (5) to translate data collected on each of the correlates into specific performance goals for all district personnel.

Methods/Techniques/Data Source

Following a presentation on the Achievement Formula to several school superintendents in Northeast Ohio, three school districts volunteered to participate in the pilot study; 168 students in grade 4, 98 students in grade 7 and 36 in grade 10 were included in the study. District administrators designated specific classrooms for participation.

At the end of the 1985-86 school year, Prior Level of Achievement in math and language arts were collected for each student from the third, sixth, and ninth grade teachers, respectively. These data were defined as a percentage of on-level mastery of the district's curricular objectives achieved by each student during the third, sixth, or ninth grade years. Student Aptitude data were obtained from the percentile scores on the aptitude section of the district's standardized test. Actual Level of Achievement was reported at the conclusion of grades 4, 7 and 10. These data were again defined as the percentage of on-level mastery of district objectives for those grade levels. Two regression equations were computed, one for language arts and one for mathematics. The Prior Level of Achievement, Student Aptitude, and Actual Level of Achievement were combined to produce the regression equations. This model provided the Predicted Level of Achievement and served as the basis for determining any significant discrepancy between Actual and Predicted Achievement. A significant discrepancy was identified using the standard error of estimate, the residuals, and criteria perceived as meaningful to teachers. A logical examination of the residual score identified that portion of a standard deviation beyond which actual achievement is meaningfully discrepant from the anticipated level.

Pupil Attendance data were collected from district records and reported as the number of days absent. Pupil Attitude toward school was assessed by using the student version of the Kappa Delta Pi 100 Good Schools Survey (Frymier et al, 1984). School Climate was defined as an aggregate of teacher and student attitudes toward school and was assessed by surveying all teachers and students in grades 4 through 12 using the teacher and student versions of the 100 Good Schools instruments. Quality of Instruction and Teacher Expectations were determined by

building principals through their classroom observations. [Many of these principals participated in an inservice program related to the Achievement Formula during which they were taught to diagnose and prescribe for teaching behaviors identified in the Teacher Effectiveness research [see Attachment A]. Descriptions of district Instructional Goals and Objectives relative to student achievement were obtained through an interview with the superintendent or his designee. The questions focused on each correlate of the Formula and included Board policies and procedures, written expectations for school personnel, various support programs to provide needed improvements, and responsiveness to community perceptions. Evidence of Instructional Leadership was obtained from a survey of the teachers in the building to determine their perceptions of the effectiveness of the principal's overall leadership in the areas of decision making, curriculum/instruction, presence/visibility, and interpersonal relations.

Unlike traditional studies of achievement, which describe student achievement as a standardized test score, the Achievement Formula Self-Study project is innovative in that it describes student achievement in terms of the district's curriculum objectives. Since the objectives measured by standardized tests are not necessarily consistent with what is actually taught in the district, it is by far more useful to a district to examine student achievement in the context of its own curriculum. A second innovative feature of the Achievement Formula Self-Study is that the reports provide comprehensive yet easily interpreted analyses of several factors within the district that directly impact student achievement and which are within the district's power to improve.

Reporting Methods

Project data are compiled annually into several types of reports for use by various audiences within the district. One report is a Classroom Grid which contains a class roster, and, for each student, an aptitude score, the prior level of achievement, the anticipated level of achievement, and actual level of achievement (see attachment B). The comparison between each student's anticipated and actual level of achievement will determine whether there is a significant discrepancy between the two. Analysis of data collected by several other factors (attendance, attitude, climate, and instructional goals) will determine which of these specific factors may have contributed to the discrepancy between expected and actual levels of student achievement. The Classroom Grid displays individual student information which can guide the teacher in providing necessary intervention.

A second report, compiled for the building principal, summarizes the data compiled for each classroom and includes a summary of data collected on quality of instruction, teacher expectations, and instructional leadership. The principal's report enables him/her to identify patterns of student achievement from which various enrichment and remedial programs may be designed. A composite profile of the teaching staff reveals instructional strengths and weaknesses from which individual and group staff development goals may be generated. The results of each principal's instructional leadership survey enable him/her to establish personal and professional goals for the upcoming year (see attachments C and D).

The superintendent's report is an aggregate of the data from all buildings in the district and also includes a detailed analysis of the district's goals relative to improved student achievement. From this composite view of the district, the superintendent and Board of Education may identify district-wide needs for each of the correlates and establish an Action Plan for increasing the district's instructional effectiveness. Using individual building reports, the superintendent and principal cooperatively identify job targets and annual goals for the entire building staff. The superintendent's summary may also be useful in preparing various reports to the community and the state department of education (see attachment E).

Educational or Scientific Importance of the Study

The importance of the Achievement Formula for District Self-Study project is its potential to help school districts operationalize the Effective Schools research and the Reform recommendations to improve student achievement. Moreover, field research efforts, such as the Achievement Formula for District Self-Study, provide additional confirmation of the results of previous Effective Schools research. Although the Effective Schools variables are correlational with more acceptable levels of student performance rather than causal, the systematic and deliberate application of the correlates is more likely to result in positive achievement gains than if the correlates are erratically present or virtually non-existent.

By designing the Formula as an easily-used non-technical grid--the data for which is readily accessible and relatively inexpensive to process--project developers hope to make the project highly replicable. The Cleveland City School District has committed itself to participation in the Achievement Formula Self-Study beginning with the 1988-89 school year. Consistent with the Effective Schools Research, the use of the Achievement Formula for District Self-Study

will validate the project in a large urban setting. Funding from the Cleveland Foundation during the 1987-88 school year provided for administrative training in anticipation of the districts total involvement in the project.

The operation of this formula will identify needed reforms in a district as well as certify the merits of those already in place. In addition, the Formula will enable districts to formatively monitor, summatively evaluate, and reliably predict student achievement levels as the most significant outcome of the Reform effort. By participating in the Achievement Formula project, districts demonstrate a commitment to student achievement as the responsibility of the entire district and the principal objective of its collective resources.

ANYTOWN SCHOOL DISTRICT
Anytown, Ohio

QUALITY OF INSTRUCTION AND TEACHER EXPECTATIONS PROFILE FOR 1986-87

QUALITY OF INSTRUCTION SCORE ____/56 TEACHER EXPECTATION SCORE ____/30

Name: _____ Building: _____ Date: _____

0-rarely evident 1-present only at times 2-usually present
(inconsistent, sporadic)

DESCRIPTIVE DETAIL INCLUDED IN INDIVIDUAL SCRIPT-TAPES/CONFERENCE REPORTS

___/6 I. PLANNING

- 0 1 2 A. Curriculum map/year-long overview
- 0 1 2 B. Chapter or unit planning
- 0 1 2 C. Daily lesson plans

___/8 II. BEHAVIOR MANAGEMENT

- 0 1 2 A. Behavior plan
- 0 1 2 B. Pacing, momentum
- 0 1 2 C. Withitness/smoothness
- 0 1 2 D. Focusing attention/student involvement

___/6 III. ORGANIZATION OF TIME/SPACE/MATERIALS

- 0 1 2 A. Academic engaged time; time-on-task
- 0 1 2 B. Transitions
- 0 1 2 C. Routine tasks/procedures

___/4 IV. LEARNING CLIMATE

- 0 1 2 A. Task-orientation: business-like atmosphere
- 0 1 2 B. Teacher-student interactions

___/8 V. STUDENT ASSESSMENT

- 0 1 2 A. Entry level skills
- 0 1 2 B. Performance during instruction
- 0 1 2 C. Formative assessment (e.g., section of a unit)
- 0 1 2 D. Summative assessment (e.g., total unit)

___/14 VI. INSTRUCTIONAL METHODS

- 0 1 2 A. Setting the stage: motivation
- 0 1 2 B. Identification of lesson objectives
- 0 1 2 C. Appropriate instructional strategies
(modality, grouping, student involvement,
presentation mode)
- 0 1 2 D. Attention to developmental sequence
(quadrant 1: concrete/see)
(quadrant 2: abstract/see)
(quadrant 3: abstract/do)
(quadrant 4: concrete/do)
- 0 1 2 E. Assignments/application
- 0 1 2 F. Assessment
- 0 1 2 G. Intervention (re-teach, enrich, etc.)

___/10 VII. ORAL/WRITTEN COMMUNICATION

- 0 1 2 A. Written communications
- 0 1 2 B. Oral communications
- 0 1 2 C. Content explanations
- 0 1 2 D. Dealing with learner responses
- 0 1 2 E. Questioning; fielding responses

TOTAL POINTS FOR QUALITY OF INSTRUCTION ____/56 (____%)

TEACHER EXPECTATIONS FOR STUDENT ACHIEVEMENT

___/10 I. RESPONSE OPPORTUNITIES

- 0 1 2 A. Equitable distribution of response opportunities
- 0 1 2 B. Individual helping
- 0 1 2 C. Latency (observing wait time)
- 0 1 2 D. Delving (probing, extending answers)
- 0 1 2 E. Higher level questioning

___/10 II. FEEDBACK

- 0 1 2 A. Affirm or correct student response
- 0 1 2 B. Praise of learning performance
- 0 1 2 C. Reasons for praise
- 0 1 2 D. Listening
- 0 1 2 E. Accepting feelings

___/10 III. PERSONAL REGARD

- 0 1 2 A. Proximity
- 0 1 2 B. Courtesy
- 0 1 2 C. Personal interest, compliments
- 0 1 2 D. Touching
- 0 1 2 E. Desisting

TOTAL POINTS FOR TEACHER EXPECTATIONS ____/30 (____%)

ANYTOWN SCHOOL DISTRICT
Anytown, Ohio

Attachment B

1987-88 SCHOOL YEAR (data from 1986-87)

TEACHER: J. Grogan BUILDING: Anytown Junior High GRADE/SUBJECT: Grade 7

	ACHIEVEMENT						CLIMATE											
	APTITUDE OR ABILITY (reported as percentile)	PRIOR LEVEL OF ACHIEVEMENT (reported as percent)	ANTICIPATED LEVEL OF ACH'T (reported as percent)	ACTUAL LEVEL OF ACHIEVEMENT (reported as percent)	DISCREPANCY BETWEEN ANTICIP'D AND ACTUAL LEVELS OF ACHIEVEMENT	ATTENDANCE (reported as no. of days absent out of 178)	1 % = NEGATIVE ON 4+ OF 8 FACTORS	PERCENT OF POSITIVE RESPONSES										
								3 indicates areas of concern			CLASSROOM SUMMARY		BUILDING SUMMARY		DISTRICT SUMMARY			
								FACTORS			STUNT	TCRR	STUNT	TCRR	STUNT	TCRR		
1. Jade A.	73	80	85	76	-	68	*	1. CLASSROOM PRACTICES	038		040	70	51	73				
2. Miguel B.	25	56	70	80	+	2		2. EXPECTATION	80		70	050	68	59				
3. Beatrice B.	97	87	95	90		8	*	3. DECISION-MAKING	80		80	70	62	57				
4. Stanley D.	99	95	98	81	-	7	*	4. DISCIPLINE/SAFETY	030		030	025	033	032				
5. Ramona F.	45	82	80	78		10		5. FACILITIES	90		70	020	61	046				
6. Heather G.	19	73	71	60	-	78		6. COMMITMENT	90		60	75	63	73				
7. Alycia G.	93	89	91	80	-	2		7. INTERPERSONAL RELATIONS	70		60	80	66	81				
8. Fernando G.	42	87	80	94	+	9		8. GOAL ATTAINMENT	050		050	60	52	65				
9. David H.	58	73	82	81		38	*											
0. Manuel H.	90	75	92	89		7												
1. Darla Mc.	14	41	45	25	-	28	*											
2. Carla Mc.	18	62	50	58		7												
3. Simone M.	96	92	94	90		75	*											
4. Travis M.	39	79	76	77		2	*											
5. Galen N.	79	89	90	70	-	5												
6. Eva N.	42	80	78	61	-	4	*											
7. Germain O.	96	90	93	98	+	7												
8. Susan R.	14	50	52	55		2												
9. Janine T.	23	42	45	61	+	7												
0. Carlos V.	88	76	90	99	+	77												
1. Theo W.	68	75	83	71	-	2	*											
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
9.																		

INSTITUTIONAL GOALS

*INDICATES FACTORS FOR WHICH
BOARD POLICIES AND ACTUAL
EXPECTATIONS ARE IN PLACE

- *1. outcome based education
- *2. student potential to
achieve at ability level
- *3. attendance
- 4. student attitude
- *5. quality of instruction
- 6. teacher expectations
- *7. school climate
- 8. principal as instructional
leaders

TOTAL SCORE 5/8 or 63%

N=negative on this factor

KENT STATE UNIVERSITY/CLOVERLEAF LOCAL SCHOOLS
ACHIEVEMENT FORMULA PROJECT

INSTRUCTIONAL LEADERSHIP PROFILE

One of the findings of the Effective Schools research is the importance of the building principal as an instructional leader. Please rate the effectiveness of your building principal for each of the following areas of leadership. Use the computer sheet to record your responses. RETURN ONLY THE COMPUTER ANSWER SHEET IN THE MAILING ENVELOPE PROVIDED. Thank you for taking the time to complete this information.

	extremely poor	rather weak	adequate	strong	exemplary/superior
1. Makes clear, consistent, fair decisions	A	B	C	D	E
2. Has knowledge of district (building) curriculum	A	B	C	D	E
3. Suggests materials to use for a particular instructional problem	A	B	C	D	E
4. Suggests alternative materials when preferred choice fails or is not available	A	B	C	D	E
5. Maintains visibility in the building; knows all the students	A	B	C	D	E
6. Is willing to teach classes; will demonstrate and/or team teach on request	A	B	C	D	E
7. Is willing to take a class for a teacher	A	B	C	D	E
8. Is willing to assist teachers with duties (e.g. bus, cafeteria, hall monitoring)	A	B	C	D	E
9. Encourages collegiality among teachers and other staff members	A	B	C	D	E
10. Provides opportunities for teachers to meet on critical issues such as test results or curriculum	A	B	C	D	E
11. Conducts staff meetings that are productive and well organized	A	B	C	D	E
12. Provides for meaningful inservice	A	B	C	D	E
13. Helps teachers set individual job targets or goals	A	B	C	D	E

	extremely poor	rather weak	adequate	strong	exemplary/superior
14. Establishes building goals/priorities and focuses this year's activities on them	A	B	C	D	E
15. Maintains high expectations for teachers	A	B	C	D	E
16. Acknowledges staff accomplishments and encourages staff growth and development	A	B	C	D	E
17. Maintains high expectations for students; monitors student progress	A	B	C	D	E
18. Directs energies and efforts toward student achievement	A	B	C	D	E
19. Recognizes student success	A	B	C	D	E
20. Provides honest and thorough classroom observations	A	B	C	D	E
21. Observes a variety of classroom periods at various times throughout the day	A	B	C	D	E
22. Makes valid suggestions to improve classroom instruction	A	B	C	D	E
23. Encourages and facilitates variety in classroom instruction	A	B	C	D	E
24. Includes staff in decision making	A	B	C	D	E
25. Maintains consistent, fair, and effective discipline	A	B	C	D	E
26. Backs staff members in discipline situations	A	B	C	D	E
27. Maintains effective parent/community relations	A	B	C	D	E
28. Demonstrates school pride in and out the school setting	A	B	C	D	E
29. Attends most school functions	A	B	C	D	E
30. Is sensitive to individual needs and concerns	A	B	C	D	E

Anytown School District
Anytown, Ohio

BUILDING SUMMARY OF STUDENT ACHIEVEMENT

reported as percentage of students at, above, and
below anticipated levels of achievement

		Anytown		Elementary			
GRADE LEVEL OR HOMEROOM	N	PERCENT AT EXPECTED LEVEL		PERCENT ABOVE ANTICIPATED LEVEL		PERCENT BELOW ANTICIPATED LEVEL	
		MATH	LANG ARTS	MATH	LANG ARTS	MATH	LANG ARTS
K							
1							
2							
3							
4	188	73%	60%	5%	7%	22%	33%
5							
6							
TOTAL							

		Anytown		Junior High			
GRADE LEVEL OR HOMEROOM	N	PERCENT AT EXPECTED LEVEL		PERCENT ABOVE ANTICIPATED LEVEL		PERCENT BELOW ANTICIPATED LEVEL	
		MATH	LANG ARTS	MATH	LANG ARTS	MATH	LANG ARTS
7	174	62%	53%	14%	18%	24%	29%
8							
TOTAL							

		Anytown		High School			
GRADE LEVEL OR HOMEROOM	N	PERCENT AT EXPECTED LEVEL		PERCENT ABOVE ANTICIPATED LEVEL		PERCENT BELOW ANTICIPATED LEVEL	
		MATH	LANG ARTS	MATH	LANG ARTS	MATH	LANG ARTS
9							
10	164	76%	44%	10%	19%	14%	37%
11							
12							
TOTAL							

Anytown School District
Anytown, Ohio

BUILDING SUMMARY OF STUDENT/TEACHER PERCEPTIONS ABOUT SCHOOL CLIMATE

reported as percentages of students and teachers feeling positive
about any of eight (8) factors associated with School Climate

Anytown Elementary

	3 ST	4 ST N=188	5 ST N=182	6 ST N=179	TOTAL ST TCHR N=549 N=22
1. Classroom Practices		72%	67%	60%	66% 85%
2. Expectations		65	71	84	73 80
3. Decision-making		30	42	58	43 40
4. Discipline/Safety		30	37	62	43 30
5. Facilities		45	40	32	39 40
6. Commitment		55	64	74	64 85
7. Interpersonal Relations		83	77	54	71 89
8. Goal attainment		64	59	63	62 85

Anytown Junior High

	7 ST N=179	8 ST N=175	TOTAL ST TCHR N=349 N=20
1. Classroom Practices	55%	30%	40% 70%
2. Expectations	80	60	70 50
3. Decision-making	75	80	80 70
4. Discipline/Safety	50	10	30 25
5. Facilities	80	60	70 20
6. Commitment	90	50	60 75
7. Interpersonal Relations	65	90	60 80
8. Goal Attainment	59	45	50 60

High School

	9 N=171	10 N=184	11 N=173	12 N=175	TOTAL N=683 N=43	TOTAL DIST. TCHR
1. Classroom Practices	37%	44%	54%	47%	48% 46	64
2. Expectations	42	60	68	71	60 46	
3. Decision-making	52	63	64	74	63 62	
4. Discipline/Safety	12	22	34	38	27 42	
5. Facilities	67	80	83	72	76 78	
6. Commitment	47	70	77	66	65 58	
7. Interpersonal Relations	52	67	81	73	68 74	
8. Goal Attainment	28	40	47	58	43 51	

TOTAL
DISTRICT SUMMARY

ST N=1581	TCHR N=85
51	73
68	59
62	57
32	32
61	46
63	73
66	81
52	65

Anytown School District
Anytown, Ohio

BUILDING SUMMARY OF QUALITY OF INSTRUCTION

reported as percentage of points earned by each teacher
for each factor

TEACHER	PLANNING 6 poss. pts	BEHAVIOR MANAGEMENT 8 poss. pts	ORGANIZA OF TIME/ SPACE/MAT'S 6 poss. pts	LEARNING CLIMATE 4 poss. pts	STUDENT ASSESSM'T 8 poss. pts	INSTRUC'L TECHNIQUES 14 pos. pts	ORAL/ WRITTEN COMMUNICA'N 10 pos. pts	TOTAL (56 poss. points)
1 J. Grogan	67%	62%	67%	75%	62%	50%	60%	34=61%
2 D. Walker	100	88	82	100	100	92	90	52=93%
3 T. Chisolm	33	25	16	0	37	28	20	14=25%
4	33	38	33	25	75	71	60	30=53%
5	67	75	83	75	25	86	60	38=68%
6	83	25	33	75	75	43	60	30=63%
7	17	25	33	50	38	57	20	20=36%
8	50	50	66	100	75	71	60	37=66%
9	67	75	67	75	75	86	80	43=77%
10	83	75	100	75	88	86	100	49=87%
11	33	50	50	100	100	100	100	45=80%
12	50	50	33	50	25	86	80	33=59%
13	100	100	83	25	50	43	60	47=84%
14	33	13	17	25	50	43	60	22=39%
15	83	75	67	75	62	71	40	37=66%
16	67	62	67	50	38	29	60	28=50%
17	17	25	50	75	88	71	80	34=61%
18	83	75	67	100	25	78	40	36=64%
19	50	50	50	50	50	50	50	28=50%
20	67	75	67	100	25	71	100	40=71%
21	67	62	50	75	25	64	60	32=57%
22	17	25	67	25	75	71	40	28=50%
23	83	25	17	50	75	57	60	30=53%
24	83	13	17	75	75	50	60	29=52%
25								

ANYTOWN SCHOOL DISTRICT
Anytown, Ohio

BUILDING SUMMARY OF TEACHER EXPECTATIONS

0=rarely evident

1=partially present but inconsistent, sporadic

2=usually present

TEACHER	RESPONSE OPPORTUNITIES					FEEDBACK					ACCEPTING FEELINGS	PERSONAL REGARD					DESISTING	TOTAL 30 pts. poss.
	EQUITABLE DISTRIBUTION	INDIVIDUAL HELPING	LATENCY	DELIVING	HIGHER LEVEL QUESTIONING	AFFIRM/CORRECT	PRAISE OF LEARNING PERFORMANCE	REASONS FOR PRAISE	LISTENING	PROXIMITY		COURTESY	PERSONAL INTERESTS	TOUCHING				
1 J. Grogan	1	0	1	0	0	1	2	1	0	1	2	2	2	1	1	15=50%		
2 D. Walker	2	2	2	2	2	2	2	1	2	2	1	2	2	2	2	28=92%		
3 T. Chisolm	1	1	0	0	0	1	0	0	0	0	1	1	1	1	1	8=27%		
4	2	1	1	0	0	1	1	0	0	0	0	1	0	0	1	8=27%		
5	2	2	1	1	2	2	2	1	2	1	2	2	1	1	1	23=69%		
6	1	1	1	1	0	2	2	2	1	2	1	2	1	1	1	19=57%		
7	1	1	2	1	1	2	1	1	1	1	2	2	1	1	1	19=57%		
8	1	1	2	1	1	2	1	1	1	0	2	1	0	0	1	15=50%		
9	2	2	2	1	1	2	2	1	2	2	2	2	2	1	1	25=75%		
10	2	2	2	1	2	2	2	2	2	1	2	2	2	2	1	27=81%		
11	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	28=92%		
12	1	1	1	1	1	2	2	1	1	1	1	2	1	0	1	17=51%		
13	1	1	0	0	0	2	1	0	0	1	1	2	1	1	1	12=36%		
14	2	1	0	1	0	2	0	0	1	0	0	1	0	0	0	8=27%		
15	1	1	2	1	1	1	2	1	1	1	0	1	1	0	1	15=50%		
16	1	1	1	0	0	2	2	0	0	2	0	0	1	1	1	12=40%		
17	0	1	1	1	1	1	1	1	0	1	1	1	1	0	0	11=37%		
18	1	1	1	2	0	1	1	0	1	0	1	2	2	2	1	16=53%		
19	1	0	0	1	1	2	0	0	0	0	1	1	0	0	0	7=23%		
20	1	2	2	1	1	1	2	2	1	1	1	2	2	2	1	22=73%		
21	1	2	1	1	1	1	1	1	0	0	1	2	1	0	0	13=43%		
22	1	1	1	0	0	1	2	2	1	0	1	1	0	0	1	12=40%		
23	1	1	1	1	1	1	1	0	0	0	1	2	2	1	0	13=43%		
24	1	1	0	0	1	2	1	1	0	0	1	2	2	1	0	13=43%		

RESULTS OF LEADERSHIP SURVEY

FACTORS

I. DECISION MAKING
(items)

- 1-make clear consistent, fair decisions
- 10-provides opportunities for teachers to meet
- 11-conduct productive, well-organized staff meetings
- 13-helps teachers set individual job targets
- 14-sets building goals/priorities; focuses activities thereon
- 15-maintains high expectations for teachers
- 24-includes staff in decision-making
- 25-maintains consistent, fair, effective discipline

II. CURRICULUM/INSTRUCTION

- 2-has knowledge of district (building) curriculum
- 3-suggests materials for particular instructional problems
- 4-suggests alternative materials when preferred choice unavailable
- 6-is willing to teach classes; will demonstrate/teach
- 7-is willing to take a class for a teacher
- 12-provides for meaningful inservice
- 18-directs energies/efforts toward student achievement
- 20-provides honest, thorough classroom observations
- 21-observes variety of class periods at various times of year
- 22-makes valid suggestions to improve classroom instruction
- 23-encourages/facilitates variety in classroom instruction

III. PRESENCE/VISIBILITY

- 5-maintains visibility in building; knows all students
- 8-is willing to assist teachers with duties
- 17-maintains high expectations for students; monitors student progress
- 19-recognizes student success
- 26-backs staff members in discipline situations
- 27-maintains effective parent/community relations
- 28-demonstrates school pride in and out of the school setting
- 29-attends most school functions

IV. INTERPERSONAL RELATIONS

- 9-encourages collegiality among teachers and other staff members
- 16-acknowledges staff accomplishments; encourages staff growth
- 30-is sensitive to individual needs and concerns

Principal's Name: Frank Jones Building: Anytown Junior High
expressed as percent of faculty who responded

DECISION-MAKING

	EXTR. POOR	NOTHING	NEAR	MODERATE	STRONG	EXCEL/SP'R
1				10	80	10
10			8	10	78	8
11				20	70	7
13				14	81	5
14			6		79	15
15			6	9	68	17
24				23	65	12
25			6	16	74	4
AVG.			3	12	75	10

CURRICULUM/INSTRUCTION

	EXTR. POOR	NOTHING	NEAR	MODERATE	STRONG	EXCEL/SP'R
2				80	7	13
3			74	26		
4			65	34	1	
6				6	84	10
7				20	75	5
12				13	60	27
18			2	56	26	16
20				80	10	10
21				20	79	1
22				71	29	
23				50	48	2
AVG.			24	37	31	7

PRESENCE/VISIBILITY

	EXTR. POOR	NOTHING	NEAR	MODERATE	STRONG	EXCEL/SP'R
5					80	20
8					50	50
17				20	40	40
19			89	11		
26				5	90	5
27				85	25	10
28				80	20	
29					90	10
AVG.			11	22	50	17

INTERPERSONAL RELATIONS

	EXTR. POOR	NOTHING	NEAR	MODERATE	STRONG	EXCEL/SP'R
9				75	20	5
16				80	20	
30			10	60	20	10
AVG.			3	72	20	5

ANYTOWN SCHOOL DISTRICT
Anytown, Ohio

DISTRICT SUMMARY OF STUDENT ACHIEVEMENT

reported as percentage of students scoring at, above,
and below anticipated levels of achievementLincoln Elementary
PERCENT

	N	AT LEVEL MATH L.A.		ABOVE LEVEL MATH L.A.		BELOW LEVEL MATH L.A.	
K							
1							
2							
3							
4	188	73	60	5	7	22	88
5							
6							
TOTAL							

____ Elementary

	N	AT LEVEL MATH L.A.		ABOVE LEVEL MATH L.A.		BELOW LEVEL MATH L.A.	
K							
1							
2							
3							
4							
5							
6							
TOTAL							

____ Elementary

	N	AT LEVEL MATH L.A.		ABOVE LEVEL MATH L.A.		BELOW LEVEL MATH L.A.	
K							
1							
2							
3							
4							
5							
6							
TOTAL							

____ Elementary

	N	AT LEVEL MATH L.A.		ABOVE LEVEL MATH L.A.		BELOW LEVEL MATH L.A.	
K							
1							
2							
3							
4							
5							
6							
TOTAL							

Washington Junior High

	N	AT LEVEL MATH L.A.		ABOVE LEVEL MATH L.A.		BELOW LEVEL MATH L.A.	
7	174	62	53	14	18	24	29
8							
TOTAL							

____ Junior High

	N	AT LEVEL MATH L.A.		ABOVE LEVEL MATH L.A.		BELOW LEVEL MATH L.A.	
7							
8							
TOTAL							

Kennerly High School

	N	AT LEVEL MATH L.A.		ABOVE LEVEL MATH L.A.		BELOW LEVEL MATH L.A.	
9							
10	164	76	44	10	19	14	37
11							
12							
TOTAL							

SUMMARY

	N	% AT ANTICIPATED LEVEL MATH L.A.		% ABOVE ANTICIPATED LEVEL MATH L.A.		% BELOW ANTICIPATED LEVEL MATH L.A.	
ELER	188	73	65	5	7	22	33
MIDDLE	174	62	53	14	18	24	29
HIGH	164	76	44	10	19	14	37
TOTAL	526	56	52	10	15	13	33

SUPERINTENDENT'S REPORT

SUPERINTENDENT'S REPORT

Anytown School District
Anytown, Ohio

DISTRICT SUMMARY OF CLIMATE

reported as percentage of students and teachers feeling positive
about any of 8 factors associated with School Climate

FACTORS	EL #1		EL #2		EL #3		EL #4		JHS #1		JHS #2		HS		TOTAL	
	ST	TCH	ST	TCH	ST	TCH	ST	TCH	ST	TCH	ST	TCH	ST	TCH	ST	TCH
1. Classroom Practices	66%	85%							40%	70%			46%	64%	51%	73%
2. Expectations	73	80							70	50			60	46	68	59
3. Decision-making	43	40							80	70			63	62	62	57
4. Discipline/Safety	43	30							30	25			27	42	32	32
5. Facilities	39	40							70	20			76	78	61	46
6. Commitment	64	85							60	75			65	58	63	73
7. Interpersonal Rel.	71	90							60	80			68	74	66	81
8. Goal Attainment	62	85							50	60			43	51	52	65

DISTRICT SUMMARY OF QUALITY OF INSTRUCTION

reported as mean percent for each factor

	PLANNING 8 poss. pts.	BEHAVIOR MANAGEMENT 8 poss. pts.	ORGANIZA. OF TIME/ SPACE/PAT'S 8 poss. pts.	LEARNING CLIMATE 4 poss. pts.	STUDENT ASSESSMENT 8 poss. pts.	INSTRUC'L TECHNIQUES 14 poss. pts.	ORAL/ WRITTEN COMMUNICA. 10 poss. pt.	AVERAGE TOTAL PERCENT
EL #1								
EL #2								
EL #3								
EL #4								
HS #1	59	52	53	64	59	65	63	59%
HS #2								
HS								
TOTAL								

DISTRICT SUMMARY OF TEACHER EXPECTATIONS

reported as mean rating for each factor

Generally evident

1-partially present but inconsistent, sporadic

2-usually present

	RESPONSE OPPORTUNITIES					FEEDBACK					PERSONAL REGARD					TOTAL
	EQUITABLE DISTRIBUTION	INDIVIDUAL HELPING	LATENCY	DELIVING	HIGHER LEVEL QUESTIONS	AFFIRM/ CORRECT	PRaise OF LEARNING PERFORMANCE	REASONS FOR PRaise	LISTENING	ACCEPTANCE OF FEELING	PROXIMITY	COURTESY	PERSONAL INTERESTS	TOUCHING	DESISTING	
EL #1																
EL #2																
EL #3																
EL #4																
HS #1	1.25	1.20	1.12	.83	.79	1.58	1.37	.87	.79	.79	1.12	1.58	1.18	.79	.79	.98
HS #2																
HS																
TOTAL																

DISTRICT LEADERSHIP PROFILE

FACTORS

I. DECISION MAKING
(items)

- 1-makes clear consistent, fair decisions
- 10-provides opportunities for teachers to meet
- 11-conducts productive, well-organized staff meetings
- 13-helps teachers set individual job targets
- 14-sets building goals/priorities; focuses activities thereon
- 15-maintains high expectations for teachers
- 24-includes staff in decision-making
- 25-maintains consistent, fair, effective discipline

II. CURRICULUM/INSTRUCTION

- 2-has knowledge of district (building) curriculum
- 3-suggests materials for particular instructional problems
- 4-suggests alternative materials when preferred choice unavailable
- 6-is willing to teach classes; will demonstrate/teach
- 7-is willing to take a class for a teacher
- 12-provides for meaningful inservice
- 18-directs energies/efforts toward student achievement
- 20-provides honest, thorough classroom observations
- 21-observes variety of class periods at various times of year
- 22-makes valid suggestions to improve classroom instruction
- 23-encourages/facilitates variety in classroom instruction

III. PRESENCE/VISIBILITY

- 5-maintains visibility in building; knows all students
- 8-is willing to assist teachers with duties
- 17-maintains high expectations for students; monitors student progress
- 19-recognizes student success
- 26-backs staff members in discipline situations
- 27-maintains effective parent/community relations
- 28-demonstrates school pride in and out of the school setting
- 29-attends most school functions

IV. INTERPERSONAL RELATIONS

- 9-encourages collegiality among teachers and other staff members
- 16-acknowledges staff accomplishments; encourages staff growth
- 30-is sensitive to individual needs and concerns

Principal's Name: Frank JonesBuilding: Washington Junior High

DECISION-MAKING

	EXTR. POOR	MAJOR DEF.	MODERATE	STRONG	EXCEL/SP's
1			10	80	10
10		6	10	76	8
11			20	70	7
13			14	81	5
14		6		79	5
15		6	9	68	17
24			23	65	12
25		6	16	74	4
AVG.		3	12	75	10

CURRICULUM/INSTRUCTION

	EXTR. POOR	MAJOR DEF.	MODERATE	STRONG	EXCEL/SP's
2			80	7	13
3		74	26		
4		65	34	1	
6			6	84	10
7			20	75	5
12			13	60	27
18		2	56	26	16
20			80	10	10
21			20	79	1
22		71	29		
23		50	48	2	
AVG.		24	37	31	7

PRESENCE/VISIBILITY

	EXTR. POOR	MAJOR DEF.	MODERATE	STRONG	EXCEL/SP's
5				80	20
8				50	50
17			20	40	40
19		89	11		
26			9	90	5
27			65	25	10
28			80	20	
29				90	10
AVG.		11	22	50	17

INTERPERSONAL RELATIONS

	EXTR. POOR	MAJOR DEF.	MODERATE	STRONG	EXCEL/SP's
9			75	20	5
16			80	20	
30		10	60	20	10
AVG.		3	72	20	5

PRINCIPAL'S NAME: _____
DECISION-MAKING

	EXTR. POOR	RATHER WEAK	ADEQUATE	STRONG	EXEMP/SLP'R
1					
10					
11					
13					
14					
15					
24					
25					
AVG					

CURRICULUM/INSTRUCTION

	EXTR. POOR	RATHER WEAK	ADEQUATE	STRONG	EXEMP/SLP'R
2					
3					
4					
5					
7					
12					
18					
20					
21					
22					
23					
AVG					

PRESENCE/VISIBILITY

	EXTR. POOR	RATHER WEAK	ADEQUATE	STRONG	EXEMP/SLP'R
5					
8					
17					
19					
25					
27					
28					
29					
AVG					

INTERPERSONAL RELATIONS

	EXTR. POOR	RATHER WEAK	ADEQUATE	STRONG	EXEMP/SLP'R
9					
15					
30					
AVG					

PRINCIPAL'S NAME: _____
DECISION-MAKING

	EXTR. POOR	RATHER WEAK	ADEQUATE	STRONG	EXEMP/SLP'R
1					
10					
11					
13					
14					
15					
24					
25					
AVG					

CURRICULUM/INSTRUCTION

	EXTR. POOR	RATHER WEAK	ADEQUATE	STRONG	EXEMP/SLP'R
2					
3					
4					
5					
7					
12					
18					
20					
21					
22					
23					
AVG					

BUILDING: _____

PRESENCE/VISIBILITY

	EXTR. POOR	RATHER WEAK	ADEQUATE	STRONG	EXEMP/SLP'R
5					
8					
17					
19					
25					
27					
28					
29					
AVG					

INTERPERSONAL RELATIONS

	EXTR. POOR	RATHER WEAK	ADEQUATE	STRONG	EXEMP/SLP'R
9					
15					
30					
AVG					

PRINCIPAL'S NAME: _____
DECISION-MAKING

	EXTR. POOR	RATHER WEAK	ADEQUATE	STRONG	EXEMP/SLP'R
1					
10					
11					
13					
14					
15					
24					
25					
AVG					

CURRICULUM/INSTRUCTION

	EXTR. POOR	RATHER WEAK	ADEQUATE	STRONG	EXEMP/SLP'R
2					
3					
4					
5					
7					
12					
18					
20					
21					
22					
23					
AVG					

BUILDING: _____

PRESENCE/VISIBILITY

	EXTR. POOR	RATHER WEAK	ADEQUATE	STRONG	EXEMP/SLP'R
5					
8					
17					
19					
25					
27					
28					
29					
AVG					

INTERPERSONAL RELATIONS

	EXTR. POOR	RATHER WEAK	ADEQUATE	STRONG	EXEMP/SLP'R
9					
15					
30					
AVG					

Anytown School District
Anytown, Ohio

Summary of District Commitment to the Effective Schools Correlates

INSTITUTIONAL GOALS

(Superintendent's responses to interview questions concerning
Board Policy and expectations of school personnel)

OUTCOME-BASED EDUCATION

- a. Board of Education Commitment
"Yes"
- b. Policy/Procedures
"None yet"
- c. Expectations for Administrators
"They are to compile standardized test scores but also monitor criterion-referenced as well as other subjective techniques used by teachers to assess student outcomes."
- d. Expectations for Teachers
"We always try to avoid 'bandwagons' in this district as we haven't made an issue of competency-testing. We don't want to create an obsession with the 'test.'"
- e. Enablers [inservice] for Teachers
"Teachers currently focus on outcomes when they develop the Courses of Study. Grades K through 6 have skills check-list."
- f. Expectations for Students
"We have several teachers who have been trained in TESA and want to train more."
- g. Enablers for Students
"Nothing yet"
- h. Expectations From the Community
"Nothing they've done since I've been here tells me they're that much interested in achievement. They rarely attend Board meetings, and I sometimes have trouble getting them to attend Parent Advisory Council."
- i. Expectations Of the Community
"We feel parents should sign deficiency notices and return them to the school. In our judgment, parents should attend parent conferences to be updated on student progress."

STUDENT POTENTIAL

a. Board of Education Commitment

"Yes, definitely. In certain situations, they really push. We avoid total reliance on standardized achievement data; as I said before, we also look at other measures to keep track of student achievement."

b. Policy/Procedures

"None in place as yet."

c. Expectations for Administrators

"They are expected to check out deficiencies. We also expect students to be in school and take them to court when they aren't."

d. Expectations for Teachers

"Teachers are expected to follow up on deficiencies."

etc.

INSTITUTIONAL GOALS REPORT

(Summary of Interview with Superintendent)

1-indicates specific evidence of actual commitment	Outcome-Based Education	Student Potential	Attendance	Student Attitude	Quality of Instruction	Teacher Expectations	School Climate	Principal as Instructional Leader	TOTAL
Commitment by Board of Education	1	1	1	1	1				6/8
Policy/Procedures	1		1						2/8
Expectations for Administrators	1	1	1			1			4/8
Expectations for Teachers		1	1			1	1		4/8
Enablers for Teachers (inservice, etc.)	1	1	1	1	1	1	1		7/8
Expectations for Students		1	1		1		1	1	5/8
Enablers for Students (intervention, etc.)	1	1	1		1		1		5/8
Expectations from Community (theirs of you)	1	1	1		1		1	1	6/8
Expectations of Community (what you count on from them)	1	1	1		1		1		5/8
TOTAL	7/9	8/9	9/9	2/9	7/9	3/9	6/9	3/9	5/8

*indicates factor for which actual commitment is evident

SEE ATTACHED SHEETS FOR DETAILED NARRATIVE